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ER 80-7212/2

23 June 1980

MEMORANDUM FOR: Deputy Director for Administration
Deputy Director for National Foreign Assessment ✓
Deputy Director for Operations
Deputy Director for Science and Technology

FROM : 
Special Assistant to the DDCI

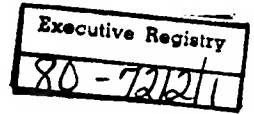
SUBJECT : A Concept of Education for the Intelligence
Profession

1. Attached is Don Smith's concept paper on education for the intelligence profession. This subject was discussed with you at the DCI/DDs meeting on 11 June.

2. Please review and be prepared to discuss at the next DCI/DDs meeting. Any comments you may have on this paper before then should be addressed to Don Smith.

Attachment
As stated



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OTR 80-1075

19 June 1980

MEMORANDUM

FROM: Donald E. Smith
Director of Training

SUBJECT: A Concept of Education for the Intelligence Profession

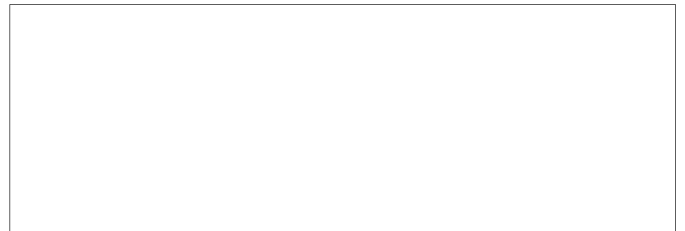
1. The meeting with the Director and the four Deputy Directors on 11 June concluded with the requirement to prepare a concept paper which outlines the proposed educational program for intelligence officers. This proposal is an outgrowth of discussions with the Director during his visit to the Office of Training on 27 May in which the lack of a professional curriculum for promising intelligence officers was discussed at some length.

2. To consider the function of education in this context, it is necessary to start with the intelligence profession itself. To be a fully developed and authentic profession, intelligence should exhibit at least three characteristics. The profession must rest on a systematic body of knowledge of substantial intellectual content. It must embody the acquisition of a body of principles and skills for the application of this knowledge to specific cases. It must have instruments and procedures for the enforcement of standards and the advancement of professional knowledge.

3. Intelligence has made strides toward meeting these professional criteria, but several important deficiencies must be overcome before it meets them fully. One critical problem turns on the question of professional education. Up to the present, the ranks of professional intelligence officers have been filled with individuals having a wide variety of academic specializations and prior work experience and who receive, upon entry, general orientation and skills training courses. At subsequent points in their careers, they may be enrolled in some of the large number of specialized and highly pragmatic courses offered by the Office of Training and they may attend external instructional programs.

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4. What is lacking is an integrated program of professional studies which educates intelligence personnel in the principles and values pertinent to the intelligence profession, and which enables them to gain necessary professional understanding and molding.

5. A professional education program needs a number of building blocks. A body of professional literature is a vital first ingredient. Much is available in classified and unclassified form through the publication Studies in Intelligence, the monographs produced by DCI Fellows, the seminar reports of the Center for the Study of Intelligence, papers by consultants of the Murphy and Rockefeller Commissions, and academics writing for professional journals and periodical literature. This body of material is, however, in disarray. It needs to be collated and reviewed with a critical eye; selected materials should be replicated in a form which can be used in a professional studies program. The work of the Center for the Study of Intelligence should be strengthened and efforts made to focus on gaps in professional literature. Concurrent with this effort, a library function must be established at a level adequate to enable the literature to be used in an intensive and intellectually demanding curriculum.

6. Curricula and faculty are indivisible. A core curriculum should be planned around in-depth study of the intelligence process as total system and set of subsystems. Subsystems comprise the collection function, processing of sensor data and other "raw" materials, the analytical function with coverage of both the traditional approach and the newer quantitative methods and interdisciplinary approaches, and a detailed examination of the intelligence producer-policy consumer interface. As total system, the core curriculum should examine the various products of the Agency, its governance and feedback mechanisms, planning, and tasking. Finally, it should take the student through the managerial aspects of intelligence work, including resource application, principles of leadership and organization theory, and particularly the professional values and standards which managers must uphold as intelligence professionals.

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7. As fully developed, the curriculum should be stratified for three levels: the molding of the new intelligence officer, the mind-broadening and horizon-broadening of the mid-level officer, and restimulation and refocusing of the senior person. Some elements in the core curriculum should be covered at each level but in different degrees of detail, difficulty, and perspective. Other elements of detail would be focused primarily at a single level. After drawing on the "educational elements" already available in the OTR program, some areas which need to be added or strengthened are economic analysis, basic scientific principles, legislative behavior, bureaucratic analysis, planning techniques, legal-ethical issues in intelligence history and the dynamics of intelligence organizations, social science methodologies, feedback mechanisms in physical science and in social organizations, management science, and policy analysis and design. A large number of applicable case studies also need to be developed. (Attachment A sets out core curriculum.)

8. Some general policy concerning learning should be specified. All elements of the curriculum should be predicated on the intellectual involvement of the student and should require constant and active student involvement in the learning process. Extensive required readings from the body of professional literature, student research projects, discussions in seminar based on assignments, and heavy reliance on case studies to be drawn from intelligence work should be emphasized. Consideration should be given to a rigorous evaluation of student performance, such as "high pass"- "pass"-fail", and lack of effort should result in return to assignment short of course completion.

9. Faculty is critical. The faculty, some full-time staff on assignment, others with adjunct appointments, and still others who are recognized experts and participate on a guest basis, should all meet a standard of excellence. Individuals who are specialists in intelligence process subsystems are needed, providing they possess the additional ability to understand how their specialty is part of the professional whole and can reflect and articulate effectively. Carefully selected academicians on sabbaticals would be especially valuable, and the research opportunities as DCI Fellows in the Center for the Study of Intelligence would be an attraction for them.

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10. The student selection process must be dovetailed into the new Senior Officer Development Program (SODP) now being developed by O/PPPM. OTR will work with O/PPPM to ensure that planning for attendance be an integral element of the pattern of assignment and other SODP developmental activities.

11. In order to get the program under way, it would be best to undertake a transition effort during 1980-81 of about 16 weeks duration which is designed to lead to a full-scale program in future years. The attendees during the first program would be drawn from the SODP feeder group which is comprised of highly promising GS-13s through GS-15s some of whom might otherwise be attending the Midcareer Course or CIA Senior Seminar. Attachment A sets out in broad form an illustrative curriculum which would provide the basis for more detailed curriculum planning for the first year. Attachment B examines how the new program would mesh with ongoing OTR courses which have been tied to the Personnel Development Program.

12. These are some general thoughts. Detailed planning is needed in terms of curriculum and faculty. Questions of resources--facilities, personnel positions, funding and space--are critical and require study and decisions. Time is the most critical factor and we must push ahead as speedily as possible if the new program is to be run this year. //

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Director of Training

Attachments:
As Stated

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